



**UNIVERSITY OF MAINE AT FARMINGTON  
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

## **LESSON PLAN FORMAT**

**Teacher's Name:** Mr. Brown **Lesson #:** 1 **Facet:** Interpret

**Grade Level:** 9-Diploma **Numbers of Days:** 2

**Topic:**

### **PART I:**

#### **Objectives**

Students will understand that societal changes impact the physical and cultural environment  
Students will know country/capital info, map interpretation, nations, bodies of water, mountain ranges, political map, and physical map.

Students will be able to Illustrate political and physical world maps.

**Product:** Google Earth/Maps

#### **Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

Maine Learning Results

Content Area: Social Studies

Standard: D. Geography

Standard: D1 Geographic Knowledge, concepts, themes, and patterns

Grade Level Span: 9-Diploma

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.

**Rationale:** Students will meet the standard by developing their knowledge on various regions of the world.

#### **Assessments**

Feedback based on their own self-assessment will be reviewed by teacher and handed back to them the next day with notes the clearly state areas where they can improve as well as positive feedback about what they did well.

#### **Pre-Assessment: (Lesson 1 only)**

Will be delivered with choices that appeal to MI's

#### **Formative (Assessment for Learning)**

##### **Section I – checking for understanding during instruction**

Students will get into pairs and work on mastering a particular region by quizzing example/non-example to check for understanding of political and physical features within that region.

##### **Section II – timely feedback for products (self, peer, teacher)**

Students will self-assess by using a checklist to make sure that their world map is filled in with all of the pertinent information required. Feedback based on their own self-assessment will be reviewed by teacher

and handed back to them the next day with notes the clearly state areas where they can improve as well as positive feedback about what they did well.

### **Summative (Assessment of Learning):**

(Benchmarks under syllabus complete once stage 3 is revised)

### **Integration**

**Technology:** Students will use Google Earth and Google Maps to help fill in their blank world map in order build skills in map interpretation and political/physical map knowledge.

**Content Areas:** Art and English: Students will be building their abilities in Art and English when interpreting maps and translating what they see into their own created visual.

### **Groupings**

#### **Section I - Graphic Organizer & Cooperative Learning used during instruction**

Students will be handed number cards as they enter the room, it will then be explained that the number on their card is indicative of what group they belong to for the completion of the GO and CL activity.

Students will then work together when using Google Earth and other web tools to fill in a blank world map template(GO used as reference throughout the unit) as well as participate in a mix-pair-freeze (CL) activity.

#### **Section II – Groups and Roles for Product**

Students will work in groups during the completion of their world map/Google Earth assignment and continually review each others work along the way. The partner or group members will openly compare their work in order to check for accuracy in each others' graphic organizers.

### **Differentiated Instruction**

#### **MI Strategies**

**Verbal:** Mix-pair-freeze activity allows for discussion of pertinent vocabulary

**Logic:** students will logically deduce (problem-solving) where physical/political features should be placed during pre-assessment based on their knowledge of other features they knew and could cross off their checklist.

**Visual:** Completing map exercise provides a visual for students to interpret and refine their knowledge

**Musical:** Teacher-made rap about the lesson will get Musical learners thus reinforcing their understanding of the content of the lesson.

**Kinesthetic:** Student's are assigned different regions to draw using draw tool as hands-on activity.

**Intrapersonal:** Students work independently at first on the pre-assessment blank world map

**Interpersonal:** Students work together in mix-pair-freeze and example/non-example activities to review questions and vocabulary from the lesson.

**Naturalist:** Naturalists benefit from obtaining knowledge about different physical features of the world and contemplating how different rivers, mountain ranges, bodies of water, etc. have effected established political boundaries.

### **Modifications/Accommodations**

*From IEP's ( Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:** Students will be expected to check class wiki for an overview

of what was covered in class as well as what is assigned for homework. They will also be provided with my e-mail address to be able to contact me for clarification. "Learning buddies" will also be partnered at the beginning of class to provide additional information for the absent student which will serve the dual purpose of keeping the absent student up to pace as well as reinforcing (for the learning buddy) what was covered in class when they reiterate what was covered.

### **Extensions**

Type II technology: Class wiki is a type two technology because it allows for easy sharing of information including links to additional forms of media that will appeal to the multiple intelligences, meaning that whoever may be absent will have multiple choices for catching up on what they missed.

Gifted Students: Students who finish early will be encouraged to serve as peer teachers and help other students in the class locate items on the checklist in order to reinforce their knowledge of

the material as well as help them develop communication skills, leadership, and positive relations with their classmates.

### **Materials, Resources and Technology**

Access to Google Earth/Maps, Graphic Organizer (blank world map[s]), laptops, colored pencils, and pens, index cards.

### **Source for Lesson Plan and Research**

[http://commons.wikimedia.org/wiki/Category:Blank\\_maps\\_by\\_region](http://commons.wikimedia.org/wiki/Category:Blank_maps_by_region)

- This link brings you to a selection of maps that encompass the entire world by region. Students will work to fill out each of the regions political features. This will serve the purpose of establishing a foundation for understanding the different regions of the world that we will be discussing in greater-depth for the rest of the unit.

<http://pixabay.com/en/black-outline-globe-map-world-38033>

- This link brings you to a blank world map that will be used by the students to label the physical features of the globe. This will serve the purpose of reinforcing students' knowledge about physical features around the globe that will be relevant to future lessons where they will be reviewed in greater depth.

## **PART II:**

### **Teaching and Learning Sequence**

#### **Day One**

*Room Arrangement:* Desks will be arranged into groups of four.

Take attendance, hand out journals, and explain that they can use these journals throughout the course of the unit/semester to reflect about our class or anything else that is on their mind. It will be explained that

occasionally they will have the option to do a journal entry as an assignment that I will read and provide personal feedback on. **(5 minutes)**

*Setting expectations about class:*

- Overview of course syllabus and Q+A about what they think should be added to the syllabus in terms of "rules" or guidelines that they think are appropriate. **(25 minutes)** Syllabus will be updated immediately on the class wiki to include the students' revisions.

- *Pre-Assessment:* Students will work independently to work on their choice of **one** of the following activities:

**Verbal/Linguistic:** Prepare a speech in class that you will record using Audacity/I-Movie (other software) that briefly explains your past experiences with geography. (no less than 1 minute in length, no maximum time limit) (students who choose this will be expected to do the outline of their speech in class and do the recording at home and e-mail me the file before next class) (This option will also allow me to pre-assess students' understanding of the use of certain technologies)

**Logic:** Use a laptop to look up maps of the Middle East and North America and identify as many similarities and differences as you can recognize. You will be given the choice to either make a bulleted list or do a quick write/journal entry about the similarities and differences.

**Visual:** Find a video about an aspect of geography that is interesting to you, and briefly explain why it interests you. Send me the link in an e-mail along with your explanation.

**Musical:** Put together a short playlist including at least 2 songs and briefly describe in a quick write how they relate to geography *or* write lyrics that include as many geographical terms as you can think of. Highlight the vocabulary in your verses.

**Kinesthetic:** Draw a map of a real place in the world (i.e. the school, the street you live on, a state, a country, etc) or an imaginary land that includes as many different physical features/landmarks that you can think of. Map should include a map key that includes the symbols of the physical features/landmarks. While you are doing this, think of who might benefit from seeing your map once it is completed. Jot down who would benefit from this map on the back before you hand it in.

**Naturalist:** Do a journal entry or quick write about your favorite aspects of geography, the environment, or hobbies/interests that you have that are relevant to geography.

**Existential:** Do a journal entry or quick write about how you think the study of geography is important to the evolution of society and/or the world.

(Interpersonal intelligence is excluded from pre-assessment on purpose in order to provide a clearer definition of how the individual student performs independently. Intrapersonal is also left out because the fact that each choice will be completed independently incorporates that type of intelligence)

**(30 minutes)**

"Take a break and socialize!" **(3 minutes)**

*Mix-pair-freeze activity:* Each student is given a question, vocabulary word, or statement on a note card with the answer on the back. They will walk around the room until the signal is given to stop (via music) at which point the students partner with somebody near them. Partners will then take turns explaining their question, vocabulary word, or statement (while holding the answer-side facing their partner). Students can then switch note cards and the process is repeated (I will provide an example of this before the activity begins with a volunteer from the

classroom). **(17 minutes)**

## **Day Two**

Attendance will be taken and without any other introduction, I will begin playing an [instrumental](#) from YouTube and perform a self-made rap on the topic of geography and why students need to learn it. **(5 minutes)**

Now that they are hooked, we will move on to the Map Activity where they will each be given regional maps and one global map that have directions and checklists for each printed on an attached sheet. Students will use Google Maps/Google Earth but **NOT** the google search engine to find the information they need to complete the maps and checklists. This way, they are learning how to read maps and jump to correct information using that software as well as reinforcing their understanding of the major political/physical features of the world by creating their own products. **(50 minutes with a 3 minute break in the middle for those who wish to take it)**

Lesson will wrap up with an example/non-example activity where students will be come up with their own example/non-example quiz questions together in pairs of two. For instance: Using their maps, each student will write down a question such as: 4 physical features of the South America region include 1) The Amazon River 2) The Andes Mountains 3) The Himalayan Mountains 4) The Strait of Magellan. They will then turn to their partner and ask them to decide which 3 were examples of physical features in South America and which 1 was not. The person answering the question should challenge themselves by not looking at the map first, then if they are wrong, their partner will show them on the map where all 4 physical features are actually located. The process will be repeated with reverse roles, and then repeated again with different partners until the bell rings. I will go around the room and check for understanding and receive feedback informally through actively listening to student's performing the activity. **(15 minutes)**

*Hook:* Students will become engaged and excited about the major themes of Geography after actively listening to a teacher-made rap about the subject.

**Where, Why , What, Hook Tailors:** Verbal, Logical, Visual, Musical, Kinesthetic, Intrapersonal, Interpersonal, and Naturalist.

## **Content Notes**

Students will understand that a foundation of geographical knowledge is required in order to better understand the major themes of the unit such as how societal changes may impact the physical and cultural environment of their neighborhood, city, state, country, and world.

Students will know country/capital info, map interpretation, nations, bodies of water, mountain ranges, political maps, and physical maps. By working on the regional political and physical world map students will reinforce their knowledge of the major political and physical features of the world that we will be discussing throughout the rest of the semester. Acknowledging and implementing all of the MI's during this first lesson is crucial to setting positive attitudes and expectations for the rest of the semester. Students will know that this learning environment differs from traditional classrooms after the teacher-made rap is performed, thus enhancing their engagement in the classroom and our future endeavors.

Students will be able to illustrate political and physical world maps and expand their knowledge of how to use software like Google Maps and Google Earth. Problem-solving abilities will be enhanced and feelings

of autonomy and self accomplishment will be derived from the completion of this product.

### **Handouts**

Graphic Organizer (maps), Self assessment checklist, Journals/Quick write supplies

## **Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

(refer to class 9)

### **Learning Styles**

***Clipboard:*** By taking the time to create clear rules and expectations with the participation of the students, as well as posting the outcome of that discussion on the class wiki under "syllabus" these students will benefit. Also, by having clear time frames written on the board as to when we will begin the next activity/discussion, structure will be reinforced throughout the lesson.

***Microscope:*** Students will have the choice of selecting the "logical" MI pre-assessment (see above) which will allow them to deeply explore the concepts of geography and analyze those concepts as their own providing them a sense of ownership over the content of their comparisons.

***Puppy:*** A comfortable environment where each student is valued and not judged for their unique opinions, rather encouraged to produce them, will be offered in the syllabus and as the teacher, I will help guide conversation throughout the completion of the syllabus to help students make this decision for the class on their own. With the amount of group work and reflective listening activities put in place, students will understand early on how to be effective listeners and empathetic peers.

***Beach Ball:*** With choices of pre-assessment that pertain to MI's, students will benefit from a variety of choices to show their competency regarding geographical content.

***Rationale:*** By offering students a sense of ownership over the syllabus and classroom rules and expectations, this lesson appeals to the emotional, social, and linguistic areas of learner growth. By offering choices of activities that appeal to MI's and challenge students to create their own solutions, as well as actively engaging them and allowing for physical movement and communication, all aspects of learner development will be achieved.

***Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

### **Pre-Assessment: (Lesson 1 only)**

Students will work independently to work on their choice of **one** of the following activities:

**Verbal/Linguistic:** Prepare a speech in class that you will record using Audacity/I-Movie (other software) that briefly explains your past experiences with geography. (no less than 1 minute in length, no maximum time limit) (students who choose this will be expected to do the outline of their speech in class and do the recording at home and e-mail me the file before next class) (This option will also allow me to pre-assess students' understanding of the use of certain technologies)

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### **Formative (Assessment for Learning)**

Students will get into pairs and work on mastering a particular region by quizzing example/non-example to check for understanding of political and physical features within that region. Through this, and through feedbacking after pre-assessment and during mix-pair-freeze activity formative assessment will take place.

### **Summative Assessment**

Summative assessment will occur after the final completion of the maps. Students will be able to self-assess their work using a provided checklist before handing in their products for grading. Students will also be given a chance after I have graded their products to go through and explain how/why/where they made mistakes (if applicable) and make corrections to their products in order to receive full credit.

**Rationale:** With a range of options for pre-assessment, as well as multiple forms of formative assessment throughout this lesson, students will benefit from being able to display and reflect on their abilities and personal growth. From the teacher's perspective, pre-assessment that appeals to MI's allows for an understanding of what student's believe are their strongest type of intelligence while also accomplishing the standard goals of pre-assessment. Multiple opportunities for formative assessment also fortify the teacher's knowledge of individual student's understanding.

***Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary***

*skills, and pedagogy, as well as knowledge of learners and the community context.*

**Content Knowledge:** *(See content notes)*

### **Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

Maine Learning Results

Content Area: Social Studies

Standard: D. Geography

Standard: D1 Geographic Knowledge, concepts, themes, and patterns

Grade Level Span: 9-Diploma

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future

**Facet:** (Interpret)

**Standard 8 - Instructional Strategies.** *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

**MI Strategies:** (See above under teaching and learning sequence for MI strategies)

**Type II Technology:** Google Earth

**Rationale:** Through differing forms of cooperative learning, self assessment, peer assessment, and timely feedback from the teacher, a variety of instructional strategies are offered throughout the course of this lesson.

### **NETS STANDARDS FOR TEACHERS**

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote



student learning and creativity

- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.